

University of Windsor

Scholarship at UWindor

Undergraduate Major Papers

Theses, Dissertations, and Major Papers

1971

Occupational Satisfaction Of East Indian Immigrants In Windsor, Ontario

Krishna Chaudhary
University of Windsor

Follow this and additional works at: <https://scholar.uwindsor.ca/undergraduate-major-papers>

Recommended Citation

Chaudhary, Krishna, "Occupational Satisfaction Of East Indian Immigrants In Windsor, Ontario" (1971).
Undergraduate Major Papers. 5.
<https://scholar.uwindsor.ca/undergraduate-major-papers/5>

This Book is brought to you for free and open access by the Theses, Dissertations, and Major Papers at Scholarship at UWindor. It has been accepted for inclusion in Undergraduate Major Papers by an authorized administrator of Scholarship at UWindor. For more information, please contact scholarship@uwindsor.ca.

Occupational Satisfaction of
East Indian Immigrants in
Windsor, Ontario.

by

Krishna Chaudhary

Faculty of Graduate Studies
UNIVERSITY OF WINDSOR
1974

OCCUPATIONAL SATISFACTION OF EAST INDIAN IMMIGRANTS
IN WINDSOR, ONTARIO.

by

KRISHNA CHAUDHARY

A Major Paper

Submitted to:

Prof. R. A. Helling

Department of Sociology

University Of Windsor

1971

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	1
LIST OF TABLES.....	11

ACKNOWLEDGEMENT

I wish to express my sincere thanks to Professor R. A. Helling for his encouragement, suggestions and positive critique during the course of this study.

My thanks are also due to other members of the Department of Sociology for helpful discussions.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENT.....	i
LIST OF TABLES	iii
Section	
I. INTRODUCTION.....	1
Purpose of the Study	
Theoretical Orientation	
Definition	
II. HISTORICAL BACKGROUND	8
III. RESEARCH DESIGN	19
Formulation of Hypothesis	
Population	
Data Collection	
Dimensions of Occupational Satisfaction	
Occupational Satisfaction Scale	
Data Analysis	
IV. ANALYSIS OF DATA.....	25
Testing the Hypothesis	
V. CONCLUSIONS	37
APPENDIX	40
BIBLIOGRAPHY	47

LIST OF TABLES

Table	Page
2.1 Total Immigration of East Indians to Canada from July, 1901 to March, 1909.....	9
2.2 Total Immigration of East Indians to Canada from March, 1910 to March, 1918.....	14
2.3 Total Immigration of East Indians to Canada from 1963 to 1970, Year Ending March 31....	17
4.1 Age Distribution of Employed Indian Immigrants in Windsor.....	25
4.2 Yearly Rate of Arrival of Employed Indian Immigrants in Windsor.....	26
4.3 Teachers and Non-teachers in Windsor.....	28
4.4 Respondents' Views on the Equity of Status Distribution.....	29
4.5 Respondents' Views on the Equity of Salary Distribution.....	30
4.6 Respondents' Feelings about Managements Attitude Towards Them.....	31
4.7 Respondents' Views on Their Job Security...	32
4.8 Opportunity of Self Expression, As Viewed by the Respondents.....	33
4.9 Respondents' Feelings Towards Their Work...	34
4.10 Respondents' Views on the Salary Received..	35
4.11 Respondents' Views about Their Future in Present Occupation.....	36

INTRODUCTION

Purpose of the Study

During the last decade, there has been an enormous increase in the number of immigrants from India to Canada. These immigrants, as new members of the Canadian society, are in the first stage of adjustment. Various studies of a sociological nature have been conducted about several other groups of immigrants in Canada dealing with their adjustment process in this country. Unfortunately, not many studies have been reported on East Indian immigrants and their process of adjustment in Canada. Due to lack of empirical studies most of the available information is either speculative or commonsense interpretation.

The primary aim of this study is to broaden the understanding of the integration of East Indian immigrants into the world of work by focusing on the degree of occupational satisfaction. Attempts have been made to gather some valuable information and data, which may be useful for future intensive empirical studies. Special characteristics of this group have been presented in the following sections, based on the information gathered in the study. Due to the lack of time and financial resources, a large scale study

was not possible. This study is limited to East Indians in Windsor, Ontario. A brief history of Indian immigrants in Canada has also been presented. Historical information was collected from various literary and documentary sources.

Theoretical Orientation

This study has been conducted within the general framework of the theory of integration. The term integration is preferred over acculturation or assimilation, because it is more appropriate in case of the first generation immigrants. Acculturation takes place over an elongated period of time and is not germane to the present study. Assimilation is becoming an outdated concept because of its misleading biological connotations. According to Bernard, "The older term 'assimilation' besides its misleading biological connotation, implies a one-way street in group relations. It suggests that the newcomer is divested of his old culture completely and is virtually remoulded in everything from clothes to ideology."¹ The term 'assimilation' denies or ignores the many gifts brought by the immigrants to his new home, and the impact of his ideas, his talents, his

¹W. Bernard, "The Integration of Immigrants in the United States," in W. D. Borrie et al, The Cultural Integration of Immigrants, A Survey Based upon Papers and Proceedings of the Unesco Conference Held in Havana April 1956, (Paris : Unesco, 1959), P. 93

hopes upon the community that has admitted him.¹ Bernard further states, "Integration is a happier and more exact term than others to describe the successful inclusion of a new group into an existing society."² The concept of integration rests upon a belief in the importance of cultural differentiation within a framework of social unity. It recognizes the right of groups and individuals to be different so long as the differences do not lead to domination or disunity.³ Even the former Canadian Department of Citizenship and Immigration seems to prefer this term, as it appears in the statement, "Integration...is used in Canada to express a theory which combines unity and diversity. The unity is sought in common principles of political philosophy and participation in common citizenship. The diversity is maintained by reciprocal appreciation of diverse cultural contributions."⁴ In recent years, therefore, integration seems to get more preference than assimilation.

¹W. Bernard, op. cit., P. 93

²Ibid, P. 94

³Ibid, P. 94

⁴Canada, Department of Citizenship and Immigration, "The Integration of Immigrants in Canada", in W. D. Borrie et al, The Cultural Integration of Immigrants, A Survey Based upon Papers and Proceedings of the Unesco Conference Held in Havana, April 1956, (Paris ; Unesco, 1959), P. 95

Integration could be explained further as economic or occupational integration and cultural integration. The former is more relevant to the present study, because, occupational integration takes place first among the new group of immigrants. According to Humphrey, integration in the employment field is the crucial determinant of the adjustment of immigrants.¹ Occupational integration is the beginning of the immigrant's acculturation process. In concurrence, Helling concludes, "Only when the first task, occupational integration is mastered, can other tasks of the acculturation process be solved ... The changes in language and family values occur only when an immigrant through economic integration, has become receptive for the changes."² Spengler also thinks that economic absorption was a way-station to cultural integration. Economic absorption can proceed more rapidly than cultural integration because, fewer changes in roles and institutions are involved in the former than in the latter. Cultural integration, therefore, takes longer than does economic absorption.³

¹Norman D. Humphrey, "Assimilation and Acculturation", Psychiatry, Vol. VI (1943), pp. 343-345

²R. A. Helling, Occupational Integration of Immigrants in Toronto, Ontario and Detroit, Michigan, A Comparison, (Department of Sociology, University of Windsor, 1961) P. 27, (Mimeographed)

³J. Spengler, "Cultural Integration and Employment", in W. D. Borrie, et al, The Cultural Integration of Immigrants; A Survey Based upon Papers and Proceedings of the Unesco Conference Held in Havana, April 1956, (Paris, Unesco, 1959)., P 101

Because of the short duration of stay, East Indian immigrants in Windsor are only in the first stage of acculturation, which is occupational integration. On the basis of previous studies, it has been assumed that a high degree of occupational satisfaction has positive association with high degree of economic integration. The central concern of this paper was therefore, to explore the degree of occupational satisfaction of Indian immigrants in Windsor, Ontario.

Definition

Two important terms need further clarification:--
'occupation' and 'occupational satisfaction'.

The term, 'occupation'¹ has been used with different meanings from one time and place to another. In the twentieth century, occupation is one of the most revealing characteristics concerning the individual and the society, of which it is a part.² Salz has defined occupation as, "that specific activity, with a market value which an individual continually pursues for the purpose of obtaining a steady flow of income. This activity also determines

¹(Occupation and job has some different connotation but in this study both are used synonymously to avoid confusion)

²Lee Taylor, Occupational Sociology, (New York: Oxford University Press, 1968), P. 8

the social position of the individual"¹. Occupation, sociologically speaking, involves a degree of corporateness, a degree of consciousness of kind, and a reciprocity between the acting individuals in the occupation and the recognition of these individuals in the occupation on the part of the larger society.²

Occupational satisfaction is a very vague and highly abstract term. Nevertheless, due to its importance in modern urban economic organization, a few social scientists have made attempts to define this term. According to Mumford, "Job satisfaction is the positive orientation of an individual toward the work role which he is presently occupying, which can be re-stated as an individual liking more aspects of the work than he dislikes."³ Complete satisfaction from the job may be both impossible and undesirable.⁴ Occupational satisfaction depends on various social, economic and psychological factors. Hoppock has given a long list of dimensions which may effect the degree of occupational satisfaction. They are, in brief,

¹Salz, "Occupation, in R. A. Edwin, Seligman, ed. Encyclopaedia of the Social Sciences, (New York: Macmillan Co., 1968) Vol. XI, pp. 424 ff.

²Lee Taylor, Occupational Sociology, op. cit., P. 9

³Enid Mumford, "Job Satisfaction - a new approach derived from an old theory", The Sociological Review, Vol. XVIII, no. 1, (March 1970), University of Keele, pp. 71-101

⁴Robert Hoppock, Job Satisfaction, (New York: Harper and Bros, 1935) Chap. III

as follows:

Relative status of the individual, within the social and economic groups with which he identifies himself; relations with superiors; earnings hours of work; opportunities of visible service to others; environment; freedom to live where one chooses; responsibility; vacation; excitement; opportunity for self expression; fatigue; appreciation or criticism; security and ability to adjust one self to unpleasant circumstances.¹

Some of Hoppock's dimensions are very abstract and hard to measure, e.g., excitement, fatigue, and freedom to live where one chooses. Samuelson has isolated six significant factors of job satisfaction in his work with job satisfaction among newsroom employees. These are much easier to handle. His six dimensions are: Formal relations with management, quality of leadership, direct satisfaction in work situation, attributes of own particular job, satisfaction with amount of salary, faith in the future of newspaper journalism.² The above six dimensions were found relevant for this study. In the following sections these dimensions have been discussed in detail.

¹Robert Hoppock, Job Satisfaction, op.cit., Chap. V

²Merille Samuelson, Six Dimensions of Job Satisfaction in the News Room, (Stanford University, 1961), (Dittoed)

II

HISTORICAL BACKGROUND

The East Indian immigrants in Windsor, Ontario are a recent phenomenon but the history of this group is not so recent for the other parts of Canada. About five thousand East Indians entered Canada between 1905 to 1909.¹ However, the influx has varied from year to year, depending upon Canadian laws and regulations regarding immigration. The fluctuation can be noticed in Table 2.1, page 9.

In the beginnig of the present century East Indians were referred to as "Hindus". This term was misleading because the majority of the immigrants were "Sikh"; only a small percentage were "Hindu". The purpose of using the term "Hindu" was to differentiate them from Canadian Indians. Since 1940's they are being called as "East Indians".

These early settlers usually were 'coolies' or labouring classes, in their home country and managed to come to Canada because they were working for the British masters.¹ Some of them were in the British army and arrived in Canada with the British soldiers. In the beginnig their arrival in Canada was more by chance than by planned migration.

¹Emmaline E. Smillie, "An Historical Survey of Indian Migration within the Empire", Canadian Historical Review, Vol. IV, no. 3, (Sept. 1923), pp. 217-257

TABLE 2.1

TOTAL IMMIGRATION OF EAST INDIANS TO CANADA
FROM JULY, 1901 TO MARCH 1909 ¹

Year	No.
1901	0
1902	0
1903	0
1904	0
1905	45
1906	385
1907	2,124
1908	2,623
1909	6
Total	5,185

¹W. P. Dillingham, The Immigration Situation in Canada,
The U. S. Department of Interior Immigration Branch, (Washington:
Government Printing Office, 1910), P. 16

Almost all of the East Indian immigrants settled down in British Columbia. This alarming rate of the unwanted immigrants was a matter of great concern to the Government of Canada and the Government of British Columbia. Consequently, a Royal Commission was appointed to enquire into the method, by which such large numbers of Hindu labourers had been induced to emigrate to Canada.¹ According to the evidence, furnished by the Hindus themselves, the main reasons were:

"The activity of certain steamship companies agents who desired to sell transportation and profit by commission.

The distribution, throughout some of the rural districts of India of literature concerning Canada and the opportunities of making fortunes in the Province of British Columbia.

...a Brahmin named Davichand, and certain of his relatives, who induced a number of the natives of India...to obtain a class of unskilled labour at a price below the current rate."²

Whatever may have caused the beginning and rapid growth of East Indian immigration to Canada, the reason for its decline is clear. Mr. MacKenzie King was sent to England on a mission "to confer with British authorities on the subject of immigrants to Canada from the Orient

¹W. G. Smith, A Study in Canadian Immigration, (Toronto: The Ryerson Press, 1920), P. 159

²Ibid, P. 159

and immigration from India in particular."¹

Mr. King's report states:

"Canada's desire to restrict immigration from the Orient is regarded as natural, that Canada should remain a white man's country, is believed to be not only desirable for economic and social reasons, but highly necessary on political and national grounds.

It was clearly recognized, in regard to emigration from India to Canada that the native of India is not a person suited to this country; that accustomed as many of them are to the conditions of a tropical climate, and possessing manners and customs so unlike those of our own people, their inability to readily adapt themselves to surroundings entirely different could not do other than entail an amount of privation and suffering which render a discontinuance of such immigration most desirable in the interest of Indians themselves."²

Entry of the East Indians was restricted by a series of orders in council, passed under the Canadian Immigration Act. Two restrictions were most effective: In June 1908, the amount of money which immigrants were required to have in their possession, at the time of entry, was increased from \$25 to \$200 in the case of Hindus.³ The most formidable was the application of Section 38 of the Immigration

¹W. G. Smith, A Study in Canadian Immigration, op. cit, P. 161

²Report by W. L. Mackenzie King, C.M.G., Deputy Minister of Labour, on mission to England to confer with the British authorities on the subject of immigration to Canada from the Orient and immigration from India in particular, (Ottawa; 1908), pp. 7-8, in Dillingham, The Immigration Situation in Canada, The U. S. Department of Interior Immigration Branch, (Washington: Government Printing Office, 1910), P. 71

³W. G. Smith, A Study in Canadian Immigration, op. cit, P. 162

Act which provided that any immigrants who had come to Canada otherwise than by continuous journey from the country of which they were natives or citizens, and upon through tickets purchased in that country, might be excluded.¹ This regulation had direct effect on Indian immigration because at that time there was no means by which a continuous journey from India to Canada could be accomplished. The number of Indian immigrants, entering Canada dropped to six in 1909, as shown in Table 2.1, page 9.

In 1913, a Japanese ship, the "Komagata Maru" arrived from China with a large number of "Sikhs". On being denied entry, they behaved violently and finally were sent back to India. This was interpreted by them as the denial of their rights as British subjects.²

The immigrants who settled down in British Columbia were usually working as labourers in the lumber industry or in farming. According to Smillie,³ they were strong, industrious and sober; they made good workmen, and the managers of mills and other employers had no complaints against them. Their wages were five to seven cents per

¹W. P. Dillingham, The Immigration Situation in Canada, The U. S. Department of Interior Immigration. (Washington: Government Printing Office, 1910), P. 73.

²Encyclopedia Canadiana, Vol. III, (Ottawa: The Canadiana Company Ltd., 1965), pp. 331-332

³Emmaline E. Smillie, "An Historical Survey of Indian Migration within the Empire," op. cit, pp. 217-257

hour less than other Canadians which they always resented.¹

The cultural integration of East Indian immigrants was not satisfactory. There was little or no cultural contact between the Indian immigrants and the Canadians outside their place of work. They were not allowed to go to the movies or theatres in their native costumes and turbans. In street cars, people would not sit beside them. They did not own houses and other Canadians would not rent their property to them. They lived in the poorest area of the city, in shacks or boarding houses, in groups, as many as twenty in one house.² Their consumption pattern was very different from that of other Canadians. Many commodities necessary to other Canadians were considered as luxuries by most of the East Indians.

The most bitter resentment of the East Indians against Canada was that the women were not allowed to enter this country. In 1917 after continuous pressure, the Government relented and they were allowed to sponsor their wives and children below twenty-one years of age.³ Still the number of migrants from India to Canada was low. During the period 1910-1918 only one hundred and two

¹Emmaline D. Smillie, op.cit., Pp. 217-257

²Ibid, pp. 217- 257

³Encyclopedia Canadiana, op. cit., pp. 331-332

TABLE 2.2

TOTAL IMMIGRATION OF EAST INDIANS TO CANADA
FROM MARCH, 1910 TO MARCH 1918¹

Year	No.
1910	10
1911	5
1912	3
1913	5
1914	88
1915	0
1916	1
1917	0
1918	0
Total	102

¹W. G. Smith, A Study in Canadian Immigration,
(Toronto, The Ryerson Press, 1920), P. 158

had entered Canada, as shown in Table 2.2, page 14.

Similar migration trends from India to Canada continued until the middle of 1940's. Those coming were mainly male children, although wives and daughters were also included.

It was in 1947, that the East Indians got the right to vote in British Columbia.¹ By that time their social and economic conditions had also improved. About 5 per cent of the lumbering industry in British Columbia was under the "Sikh" management. They used the most modern machinery and techniques.² Their relations with the labour unions connected with the lumber industry were very satisfactory; however, they were still barred from the local mechanical unions.³ Wherever there were personal contacts between the East Indians and the Canadians the relations were excellent.⁴ According to Smith,⁵ ignorance and misunderstanding were the major reasons for the social distance between them.

The East Indian immigration trends began to change after 1951, when the Government of Canada concluded an agreement with India, as a gesture to Commonwealth relation. Under the terms of this agreement, one hundred and fifty

¹ Encyclopedia Canadiana, op. cit., pp. 331-332

² M. W. Smith, "Sikh Settlers in Canada", Asia and the Americas, (Aug. 1944), pp. 359-364

³ Ibid , 359-364

⁴ Ibid , 359-364

⁵ Ibid , 359-364

citizens of India were to be admitted to Canada annually.¹ This was especially a privilege to those persons, who did not fall in the category of "spouses, or unmarried sons and daughters, under twenty-one years of age, of Canadian citizens".²

In 1962, racial and national preferences were removed except in respect of sponsorship.³ The most important provision of the new regulations, which were introduced in February 1962 by Mrs. Ellen Fairclough, then minister of Citizenship and Immigration under the Conservative government, was contained in Section 31, which laid primary stress on education, training, and skills as the main condition of admissibility to Canada, regardless of the country of origin of the applicant.⁴ The requirement previously applicable to Asian immigrants that sponsors must be Canadian citizens was removed.⁵ The number of East Indian immigrants in Canada began to increase. The recent trends of immigrants are listed on Table 2.3, P. 17.

¹David C. Corbett, Canada's Immigration Policy: A Critique, (Toronto: University of Toronto Press, 1957), P.29

²Ibid, P. 29

³A. H. Richmond, Post-War Immigrants in Canada, (Toronto: University of Toronto Press, 1967), P. 11

⁴Ibid, P. 11

⁵Ibid, P. 17

TABLE 2.3

TOTAL IMMIGRATION OF EAST INDIANS TO CANADA
FROM 1963 TO 1970, YEAR ENDING MARCH 31¹

Year	No.
1962-63	1,250
1963-64	2,030
1964-65	3,435
1965-66	4,094
1966-67	3,966
1967-68	3,229
1968-69	5,395
1969-70	5,670
Total	29,069

¹Canada Immigration Division, Department of Manpower and Immigration, Immigration Statistics (Ottawa: 1963 to 1970).

The socio-economic background of East Indians arriving within the last decade is very different from those of the early settlers in British Columbia. Most of the immigrants are professionals or semi-professionals; apparently because of the new regulations. These new immigrants were members of the middle and upper-middle class in their home country and usually belonged to the upper caste. They have come from every part of India, but, those from Punjab are greater in number than any other state.

In contrast to the early settlers, they live in residential areas in the white neighbourhood, in single family units. They also differ from early immigrants in that they scatter themselves in different areas rather than clustering in the same locality. This pattern differs considerably from the settlements in the United Kingdom or British Columbia.

III

RESEARCH DESIGN

Formulation of Hypothesis

The study proposes to undertake a descriptive analysis of the occupational aspects of the small group of immigrants from India in Windsor, Ontario.

The author being a member of the same community had observed that about one-third of all employed immigrants were teachers in the university, college or local schools. The rest were employed in industry, business, medical institutions and libraries.

This survey was designed to measure the degree of occupational satisfaction of Indian Immigrants in general and also to ascertain significant difference between the degree of satisfaction of Indian teachers and that of non-teachers. It was observed that the educational levels of the teachers were usually higher than the non-teachers. Richmond in his study found a negative association between the length of education and the level of satisfaction among the non-British immigrants.¹ On the basis of his study it was assumed that the degree of occupational satisfaction of

¹Anthony H. Richmond, Post-War Immigrants in Canada, op. cit., P. P. 176

the Indian teachers is different from that of the Indian non-teachers in Windsor, Ontario.

The data were collected and analyzed to test the null hypothesis: The degree of occupational satisfaction of the Indian teachers is not different from that of the Indian non-teachers in Windsor, Ontario.

Population

The central concern of this study was occupation; therefore, only the employed Indian immigrants were included in the survey. Indian students, visitors, housewives, and those who were employed for less than a year were altogether excluded. No official statistics were available giving the number of East Indians, residing in Windsor. The India-Canada Students Association at the University of Windsor supplied a list of nearly all the immigrants. According to the available information it was estimated that there were sixty East Indians employed in Windsor. Fifty-five of them were known to be employed for over a year at the time this survey was conducted (1970).

A random sample was not practical because of the small number of the immigrants and their diverse occupations. A sample might not have represented the actual population. Therefore, all the fifty-five persons were included in the survey.

Data Collection

Selection of appropriate techniques for data collection is a crucial factor for any kind of empirical research and it needs careful consideration . For the present survey self administered questionnaire was preferred over interview. Factors favouring the choice of the questionnaire were:

- (a) this technique was less expensive
- (b) anonymity of the respondents was maintained
- (c) the population was expected to handle the questionnaire due to their educational background.
- (d) the respondents could complete the questionnaire in their spare time.

The questionnaire had three parts; to gather information regarding the respondents personal data, educational background and previous work experience, and, occupational satisfaction. There were fifty-six items in the questionnaire and on the average it took thirty minutes to complete.

Dimensions of Occupational Satisfaction

Eight dimensions of occupational satisfaction were devised for this study. These were based on the dimensions designed by Samuelson¹, in context to the news room employees.

¹Merill Samuelson, "A standardized Test to Measure Job Satisfaction in the Newsroom", Journalism Quarterly, University of Minnesota (Summer 1962), pp285-281

Kirkpatrick¹ used similar dimensions in educational context in his study. The following dimensions were adapted for the present survey:

1. Formal relations with the management:
 - (a) Equity of status distribution
 - (b) Equity of salary distribution
 - (c) Management's attitude towards workers
 - (d) Job security
2. Opportunities for self expression
3. Attitude toward work
4. Satisfaction with the salary
5. Future in the present occupation.

Occupational Satisfaction Scale

The scale used was an adaptation of Samuelson's² standardized job satisfaction scale. The items in the questionnaire were designed to measure each of the dimensions mentioned earlier. A few items had to be restructured to suit the needs of the present survey. The coefficients of reproducibility and coefficients of scalability of these items had been tested initially by Samuelson³ and later on by Kirkpatrick.⁴ In the present study no attempt was made to analyze and ascertain these coefficients.

¹Merill Samuelson, op.cit., pp. 285-291

²Ibid, pp. 285-291

³Ibid, pp. 285-291

⁴R. N. Kirkpatrick, The Relationship of Job Satisfaction to Perceived Staff Promotional Policies (Unpublished Doctor of Education Dissertation, Stanford University, 1960), P. 40, (Microfilm)

To measure each of the dimensions, two to four items were used. The technique of obtaining the summated rating was as suggested by Likert.¹ Each of these items included four categories of responses from very favourable to the least favourable. The scores given to these four categories of responses were as follows:

<u>Categories of Responses</u>	<u>Scores</u>
Very favourable	4
Favourable	3
Unfavourable	2
Very unfavourable	1

In the actual questionnaire the response categories for each item were verbalized in different ways to fit the sentences with the questions. This method is permitted according to Likert.² From the responses of all the items for a particular dimension, the summated score was obtained. This summated score indicated the degree of satisfaction of the respondents for that dimension.

The items not responded were listed as "not-ascertained" and the corresponding dimension for the particular respondent was omitted.

The pretesting is a recommended procedure for all empirical studies; therefore, the questionnaire was

¹ John, T. Doby, An Introduction to Social Research, (New York: Appleton-Century-Crofts, 1967), pp 207-11

² Ibid, pp. 207-11

administered to a representative sample of five. The necessary changes were made to increase the homogeneity and the internal consistency of the set of items designed to measure the degree of occupational satisfaction.

Data Analysis

Non-parametric statistical devices were used to test the significances of the obtained results. The percentages have been given along with the statistical tests.

TABLE 4.1

AGE DISTRIBUTION OF EMPLOYED INDIVIDUALS
IMMIGRANTS IN KENYA

Age group	No.	Percentage
15-19	8	19.0
20-24	23	54.3
25-29	9	20.9
30 & over	7	17.3
Total	47	100.00

It was found that the majority of the respondents

were in their early thirties.

IV

ANALYSIS OF DATA

A total of fifty five questionnaires were mailed, of these 43 or 76.8 per cent responded. The general characteristics of the respondents, based on the first two parts of the self-administered questionnaire survey were as follows:

Sex: Of all the 43 respondents, 81.4 per cent or 35 were males and 18.6 per cent or 8 were females.

Age: The age distribution of the respondents was, as shown in the table below:

TABLE 4.1

AGE DISTRIBUTION OF EMPLOYED INDIAN IMMIGRANTS IN WINDSOR

Age group	No.	Percentage
25-29	8	18.6
30-34	19	44.2
35-39	9	20.9
40 & over	7	17.3
Total	43	100.00

It was found that the majority of the respondents were in their early thirties.

Yearly Arrival of Indian Immigrants in Canada: The majority of the Indian immigrants arrived in Windsor in 1967. The yearly trend of arrival was:

TABLE 4.2

YEARLY RATE OF ARRIVAL OF EMPLOYED
INDIAN IMMIGRANTS IN WINDSOR

Year	No.	Percentage
1965 & before	12	12.9
1966	6	14.0
1967	17	40.0
1968	5	11.0
1969	3	6.5
Total	43	100.00

Purpose of Coming to Canada: Out of 43 respondents 79.2 per cent or 34 came as immigrants on some kind of job offer in Canada. The remaining 21.8 per cent or 9 came for higher studies on student visa who received the landed immigrants status at some later date. None of the respondents seem to have entered Canada as visitors and remained here as immigrants. One of the interesting findings was that only 39.6 per cent or 17 of all the respondents had arrived in Windsor directly from India. The other 60.5 per cent or 26 came via other countries where they lived for a year or more and worked there or attended universities. The number coming from the United States alone, constituted

46.5 per cent in a total of 43 respondents. those who came from England or other European countries constituted 14.0 per cent. The cause of the influx from the United States might have been due to its Exchange Visa Program which demands the return of the students or immigrants after a period of two years. No attempt was made to investigate this trend.

Education: Because of the selective immigration rules, it was not suprising that all respondents had at least a bachelor's degree in Arts, Science, Engineering, Business or Nursing. Many of them had a masters or even a doctorate. After coming to Windsor, 30.2 or 13 had attended part-time or full-time classes at the University of Windsor and received their degrees from that institution. Another 30.2 per cent or 13 were attending classes as part-time students in order to obtain advanced degrees. The remaining 39.6 per cent or 17 persons did not study in Canada.

One of the items in the questionnaire attempted to measure the proficiency of the respondents in the English language. Of the 43 respondents, 23.2 per cent or 10 persons felt that their knowledge of English was excellent, 60.5 per cent or 26 felt that their English usage was good and the rest 16.2 per cent or 7 thought that they had fair knowledge of the English language.

Occupational Background: All of the respondents including those who came on student visa, had some work experience in India or elsewhere. Most of them remained in the same occupation in Windsor.

TABLE 4.3

TEACHERS AND NON-TEACHERS
IN WINDSOR

Occupation	No.	Percentage
Teaching	16	37.0
Non-teaching	27	62.8
Total	43	100.00

Testing the Hypothesis

The data were analyzed to test the null hypothesis, which was stated as: The degree of occupational satisfaction of the Indian teachers is not different from that of the Indian non-teachers in Windsor, Ontario. The Chi-square (χ^2) test of significance was used to test the null hypothesis. The level of significance to reject the null hypothesis was set at the five per cent level.

In the analysis, the categories with no responses or ambiguous answers were not considered. The self employed persons were also disregarded.

The null hypothesis was tested against each of the eight dimensions of job satisfaction. The findings are given in the following pages and discussed when appropriate.

Equity of Status Distribution: The respondents were asked to evaluate the degree to which the policies of hiring, promotion and desirable assignments were fair and equitable in the management where they were employed. (Q. No. 33,34 were asked to measure this item)¹

TABLE 4.4

RESPONDENTS VIEW ON THE EQUITY OF STATUS
DISTRIBUTION

Categories of responses	Population		Teachers		Non-Teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	16	40.0	10	62.5	6	25.0
Favourable	13	32.5	3	18.8	10	41.7
Unfavourable	7	17.5	1	6.2	6	25.0
Very unfavourable	0		0		0	
Unascertained	4	10.0	2	12.5	2	8.3
Total	40	100	16	100	24	100

The Chi-Square test result at two degrees of freedom was 11.3, which was greater than 5.99, the critical value at five per cent level of significance.

The majority of the teachers rarely felt that less qualified persons will be promoted over their heads. They also felt that persons with high qualifications, regardless of colour, sex, religion, and nationality get the best positions. In contrast, only a few non-teachers felt this way.

¹See Appendix

Equity of Salary Distribution: The respondents were asked to evaluate the degree to which the distribution of pay by the management was fair and based on performance. (Q.No. 35, 36, 37, were asked; see Appendix)

TABLE 4.5

RESPONDENTS VIEW ON THE EQUITY OF SALARY
DISTRIBUTION

Categories of responses	Population		Teachers		Non-teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	18	45.0	10	62.5	8	33.3
Favourable	21	52.5	6	37.5	15	62.5
Unfavourable	0		0		0	
Very unfavourable	0		0		0	
Unascertained	1	2.5	0		1	4.2
Total	40	100	16	100	24	100

The Chi-square (χ^2) test result at one degree of freedom was 2.91, which was less than the critical value of 3.84 at the five per cent level of significance.

It was, therefore, concluded that there was no significant difference in the degree of satisfaction of the teachers and the non-teachers as far as this dimension was concerned. They all felt that the best salary went to the best qualified and that, there was a good possibility of getting a raise if their work was satisfactory.

Management's Attitude toward Employees: The respondents were asked to evaluate the extent to which they felt that the management valued them as an employee..
(Q. No. 39, 40 were asked; see Appendix)

TABLE 4.6

RESPONDENTS FEELINGS ABOUT MANAGERMENTS
ATTITUDE TOWARDS THEM

=====						
Categories of responses	Population		Teachers		Non-teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	21	52.5	11	68.8	10	41.7
Favourable	18	45.0	5	31.2	13	54.1
Unfavourable	0		0		0	
Very Unfavourable	0		0		0	
Unascertained	1	2.5	0		1	4.2
Total	40	100	16	100	24	100

The Chi-square (X^2) test result at one degree of freedom was 2.28, which was less than the critical value of 3.84 at the five per cent level of significance.

There was no significant difference in the response of Indian teachers and that of non-teachers and they both felt that managements' attitude towards them was favourable.

Job Security: Respondents were asked to evaluate the degree to which they felt their job was stable.

(Q. No. 41, 42, 43, 47 were asked; see Appendix)

TABLE 4.7

RESPONDENTS VIEWS ON THEIR JOB SECURITY

Categories of responses	Population		Teachers		Non-Teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	23	57.5	10	62.5	13	54.1
Favourable	16	40.0	6	37.5	10	40.9
Unfavourable	0		0		0	
Very unfavourable	0		0		0	
Unascertained	1	2.5	0		1	4.2
Total	40	100	16	100	24	100

The resulting Chi-square (χ^2) with one degree of freedom was 0.67 which was far less than the critical value of 3.84 at the five per cent level.

It was concluded that all respondents were confident that they held stable jobs; and that they would get good recommendations from the supervisors in case they changed their jobs.

Opportunity for Self Expression: The respondents were asked to estimate the extent of their opportunities to be creative in their jobs.

(Q. No. 44,45,46 were asked , See Appendix)

TABLE 4.8

OPPORTUNITY FOR SELF EXPRESSION AS;
VIEWED BY THE RESPONDENTS

Categories of responses	Population		Teachers		Non-teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	26	65.0	13	81.3	13	54.1
Favourable	13	32.5	3	18.7	10	41.8
Unfavourable	0		0		0	
Very unfavourable	0		0		0	
Unascertained	1	2.5	0		1	4.1
Total	40	100	16	100	24	100

The resulting Chi-square (χ^2) with one degree of freedom was 3.28 which was less than the critical value of 3.84 at the five per cent level of significance.

All the respondents seemed to have a high degree of satisfaction under this dimension. There was no significant difference between the responses of the teachers and that of the non-teachers.

Attitude towards work: The respondents were asked to describe how they rated their jobs compared to other East Indians and equally qualified Canadians.

(Q. No. 48, 49, 50 were asked, See Appendix)

TABLE 4.9

RESPONDENTS FEELING TOWARDS THEIR
WORK

Categories of responses	Population		Teachers		Non-teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	28	70.0	11	68.75	17	70.8
Favourable	10	25.0	5	31.25	5	20.9
Unfavourable	0		0		0	
Very unfavourable	0		0		0	
Unascertained	2	5.0	0		2	8.3
Total	40	100	16	100	24	100

The resulting Chi-square (χ^2) with one degree of freedom was 0.35 which was less than the critical value 3.85 at the five per cent level of significance.

It was concluded that all the East Indian immigrants, teachers and non-teachers, equally felt that their jobs were equivalent in prestige to those held by Canadians or fellow Indians, having similar educational qualifications.

Satisfaction with the Salary: The respondents were asked to state whether they were receiving a salary commensurate with their qualifications and experience.

(Q. No. 38; see Appendix)

TABLE 4.10

RESPONDENTS VIEW ON THE SALARY
RECEIVED

Categories of responses	Population		Teachers		Non-teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	13	32.5	8	50.0	5	20.8
Favourable	9	22.5	5	31.3	4	16.7
Unfavourable	9	22.5	1	6.2	8	33.3
Very unfavourable	8	20.0	2	12.5	6	25.0
Unascertained	1	2.5	0		1	4.2
Total	40	100	16	100	24	100

The resulting Chi-square (χ^2) with three degrees of freedom was 7.2 which was less than 7.81, the critical value at the five per cent level of significance.

Therefore, statistically there was no difference between the teachers and the non-teachers in the degree of satisfaction with their salary. It was found that all employees received a salary not different from their expectations.

Future in the Occupation: The respondents were asked to estimate the opportunity for professional growth in future if they remained in their present occupation. (Q. No. 51, 52, 53 were asked, see Appendix)

TABLE 4.11

RESPONDENTS VIEWS ABOUT THEIR FUTURE
IN PRESENT OCCUPATION

Categories of responses	Population		Teachers		Non-teachers	
	No.	Percent	No.	Percent	No.	Percent
Very favourable	13	32.5	9	56.3	4	16.7
Favourable	16	40.0	4	25.0	12	50.0
Unfavourable	8	20.0	2	12.5	6	25.0
Very unfavourable	0		0		0	
Unascertained	3	7.5	1	6.2	2	8.3
Total	40	100	16	100	24	100

The resulting Chi-square (χ^2) with two degrees of freedom was 6.9 which was greater than the critical value 5.99 at the five per cent level of significance.

It was concluded therefore, that the degree of expectation to reach the desired goal in their profession, anticipating increase in salary and promotion, was higher for respondents in teaching profession than non-teaching.

CONCLUSIONS

The evidence of the present study suggested that the East Indian immigrants in Windsor, Ontario, were in general, satisfied with their occupation. The responses of almost all the respondents were in the 'very favourable' and 'favourable' categories. This tendency was observed in all the eight dimensions of occupational satisfaction. The findings also suggested that the first stage of integration, which is occupational integration, was smooth and satisfactory for East Indian immigrants in Windsor, Ontario. It was an indication of successful secondary group relationship of immigrants in the world of work.¹ Occupational integration, however, does not mean that immigrants are accepted in the work group; which comes after a significantly longer acculturation period.² This factor may be a good base for future studies related to this ethnic group.

The Chi-square test was applied to test the null hypotheses which stated: there is no difference in the degree of occupational satisfaction of the Indian teachers

¹R. A. Helling, A Comparision of the Acculturation of Immigrants in Toronto, Ontario and Detroit, Michigan, Unpublished Doctoral Dissertation, (Wayne University, 1961) P.232

²Ibid, P. 232

and the Indian non-teachers. A separate test was conducted for each of the eight dimensions of occupational satisfaction. No significant difference was detected in six of these dimensions. A difference at the five per cent level of significance was found for the remaining two dimensions, namely, the equity of status distribution and the future in the present occupation. It may be inferred therefore, that teachers felt more confident in the promotional policies of the management and also perceived a better future in their occupation, in contrast to the non-teachers.

In Richmond's¹ national sample of non-British immigrants, a negative association between the length of education and the degree of satisfaction was found. The present study did not agree with this finding. The teachers with comparatively higher level of education, indicated a higher level of satisfaction. The present result, however, agrees with Richmond's² findings of Vancouver sample of non-British immigrants, where no such association was significant. The indicated higher level of satisfaction by the teachers may partly be due to relative rather than absolute satisfaction.³ The former

¹Anthony H. Richmond, Post-War Immigrants in Canada, op. cit., P. 176

²Ibid, P. 176

³Ibid, P. 184

country would continue to serve as a frame of reference in assessing their degree of satisfaction in Canada.¹ As the teaching profession is not so highly rated in India but comparatively rated highly in Canada, the teachers might have perceived a relative intra-generational upward mobility. This might not be true in case of non-teacher professionals.

This study, as mentioned before, was limited to the employed East Indian immigrants who were residing in Windsor, Ontario. On the basis of these findings any generalization about East Indians, residing in the other parts of Canada may be dubious. Nevertheless, the present study could be used for a comparative scientific research in future. This study and its findings may also be used on the same population after seven to ten years, to compare their degree of satisfaction from the work.

¹Anthony H. Richmond, op. cit., P. 184

APPENDIX

The Questionnaire

- 1.. Age:
2. Sex: Male Female
3. Marital Status: Married Single Widowed.....
Separated..... Divorced.....
4. Status in Canada
5. When did you arrive in Canada.....
6. When did you arrive in Windsor.....
7. Did you come to Canada:
.....for higher education
.....on job offer
.....on work permit but not on job offer
.....as a visitor
.....specify if other reasons.....
8. Were you employed in India:yesno
9. If yes, what was the title of you job? If no title,
please describe your job.
.....
10. Your total experience of work in India is:
Year.....Months.....
11. Would you mention the country/countries you stayed
more than three months after leaving India and
arriving in Canada?
.....
.....
.....
12. What was the approximate duration of your stay in
country/countries other than India and Canada?
.....

13. Indicate the highest Degree/Diplomas received in India:

1. 2.....

14. Did you work in the country/countries other than India and Canada?

yes..... no.....

15. Have you studied in country/countries other than India and Canada?

(if 'no' omit Q. Nos. 16, 17, 18)

16. Where did you study?

.....
.....

17. What were the Degrees/Diplomas you received?

.....
.....

18. How long did you study?

.....3 - 6 months
.....6 -12 months
.....1 - 2 years
.....more than two years

19. Have you received any Degree/Diploma in Canada?

yes..... no.....

20. If yes, from where were they received?

.....
.....

21. Have you taken courses in Canada but did not receive a Degree/Diploma?

yes.....no.....

22. Are you taking courses at present?

yes.....no.....

23. If yes, where are you taking courses?

.....

24. For what purpose are you taking courses?

-to get a Degree/Diploma
-just to brush up
-to keep up with the current advancements

25. What about this statement 'my use of English is':

-excellent
-good
-fair
-poor

26. What about this statement, 'proficiency' in English has

-nothing to do with my job
-little to do with my job
-much to do with my job
-very much to do with my job

27. Please write the date of your first job in Windsor:

month.....year.....

28. Your first job was:

.....full-timepart-time

29. If part-time when did you begin full time employment?

month.....year.....

30. If no, have you changed the place of employment?

-just once
-twice
-three times
-more than three times

31. What is the title of your present job?

.....

32. Are you still continuing the same job?

yes.....no.....

33. Do you think best qualified persons, regardless of their colour, sex, nationality and religion get the

best positions, at the place you are working?

-yes, nearly always
-yes, with few exceptions
-no, not very often
-no, usually not

34. How do you feel about this statement: 'Others with less experience and poorer qualifications than I are likely to be promoted or brought in "over my head":

-yes, very likely
-yes, somewhat likely
-no, rather unlikely
-no, very unlikely

35. Do you think the best qualified persons get the highest salaries?

-yes, nearly always
-yes with few exceptions
-no, not very often
-no, never

36. What are your chances of getting a raise if you do good work?

-very good
-good
-not, very good
-very poor

37. Do differences in pay reflect differences in responsibility, performances, or other standard accepted as objective?

-yes, almost entirely
-yes, with few exceptions
-no, depends on irrelevant factors
-no, largely depends on personal considerations

38. Taking everything into consideration, and being realistic, 'I would say that a just and fair salary for my present work would be':

-no more than I am getting
-1% to 9% more than I am getting
-10% to 20% more than I am getting
-more than 20% above my salary

39. Are your suggestions accepted by your supervisor?

-yes, they will listen and do something about it
-yes, they will listen but won't do anything about it
-no, they won't even listen
-no, they discourage suggestions

40. Do you feel that your superior appreciate the time you spend improving your capabilities or studying your specialty, etc.?

-Definitely
-somewhat
-not at all

41. If you are hoping to get another job, could you count on getting a helpful recommendation from your employer?

-definitely
-probably
-doubtful
-no

42. Do you feel in harmony with the attitude of the superior?

-absolutely
-generally
-seldom
-never

43. How often are you 'in the dark' as to what your superior thinks of your job performance?

-almost never
-seldom
-often
-nearly always

44. Is your job made easier or more difficult by your superior?

-much easier
-a little easier
-somewhat harder
-much harder

45. Does your supervisor treat you like a child by spelling out every assignment?

45. If you get a good feeling by doing something extra at your work?
-almost never
 -no, not very often
 -yes, usually
 -yes, nearly always

46. How often do you get a good feeling by doing something extra at your work?

-very often
-often
-once in a while
-almost never

47. If the firm or office in which you are employed, has financial trouble and wants to dismiss some of the employees, do you think it would effect you?

-it hardly seems possible
-it's quite unlikely
-it;s quite possible
-it;s just matter of time

48. Do you feel pride for the type of work you do in front of other East Indians?

-yes, always
-usually
-not very often
-almost never

49. Do you feel pride for the type of work you do in front of equally qualified Canadians?

-yes, always
-usually
-not very often
-almost never

50. If somebody asks you about your job, how do you feel?

-very proud
-more proud than embarrassed
-more embarrassed than proud
-very embarrassed

51. Most persons have some goal in their mind regarding their occupation. Do you think you have a chance to reach yours by remaining on the present job?

-yes, certainly
-yes, probably
-no, probably not
-no, certainly not

52. If you stay at the present job, do you think you will have an opportunity for professional growth -- a chance to become one of the top executive, etc.?

-yes, certainly
-yes, probably
-no, probably not
-no, certainly not

53. What about this statement: 'I feel the job I have, fits me and I fit the job':

-almost perfectly
-a good fit
-a fair fit
-a poor fit

54. How about this statement, 'for me the present job is just a stepping stone to another occupation':

-strongly agree
-agree
-disagree
-strongly disagree

55. How often do you feel that you have been hired because there was no choice for the employer?

-almost never
-hardly ever
-once in a while
-very often

56. Any comment or suggestion:

BIBLIOGRAPHY

- Angus, H. F. "Asiatic in Canada", Pacific Affairs, Vol.XIX
No. 4, (December 1946), pp. 402-408
- _____, "East Indians in Canada", International Journal,
Vol. II, (1947), pp 47-50
- Arthur, Salz, "Occupation" in R.A. Edwin et al (ed.)
Encyclopaedia of the Social Sciences, Vol.III
New York: The Macmillan Co., 1933
- Boggs, Theodore H. "The Oriental on the Pacific Coast",
Queens Quarterly, (Jan.-Mar. 1926), pp311-324
- Borrie, W. D. et al, The Cultural Integration of Immigrants,
(Paris: Unesco, 1959,
- Canada Immigration Division, Department of Manpower and
Immigration, Immigration Statistics, Ottawa, (1963-70)
- Corbett, D. C. Canada's Immigration Policies: A Critique,
Toronto: University of Toronto Press, 1958
- Dillingham, W. P., The Immigration Situation in Canada
The U. S. Department of Interior Immigration Branch,
Washington: Government Printing Office, 1910.
- Encyclopedia Canadiana, Vol. III, Ottawa: The Canadiana
Company Ltd., 1965, pp. 331-332
- Helling, R. A., A Comparision of the Acculturation of
Immigrants in Toronto, Ontario and Detroit, Michigan,
Unpublished Doctoral Dissertation, Wayne University,
1961.
- _____, Occupational Integration of Immigrants in
Toronto, Ontario and Detroit, Michigan; A Comparision,
Department of Sociology, University of Windsor,
1961, (Memeographed)
- Hoppock, Robert, Job Satisfaction, New York: Harper and
and Bros., 1935
- Humphrey, Norma D., "Assimilation and Acculturation",
Psychiatry, Vol. VI, (1943), pp343-345.

- Jones, E. A. "A Sociological Perspective on Immigrants Adjustment", Social Forces, Vol. XXXV, No. 1, (1956) pp. 39-47
- Kirkpatrick, Robert, N., The Relationship of Job Satisfaction to Perceived Staff Promotional Policies, Doctor of Education Dissertation, Stanford University, 1960 (Xerography)
- Mumford, Enid, "Job Satisfaction: A New Approach Derived from and Old Theory", The Sociological Review, Vol. XVIII, No. 1, University of Keele, (March 1967) pp. 71-101
- Phillips, B. D., Social Research: Strategy and Tactics, New York: Macmillan Co., 1968
- Richmond, Anthony H., Post War Immigrants in Canada, Toronto: University of Toronto Press, 1967
- _____, Immigrants and Ethnic Groups in Metropolitan Toronto, Institute of Behavioural Research, Toronto: York University, 1967.
- Samuelson, Merrill, Six Dimensions of Job Satisfaction in the Newsroom, Stanford University, 1961 (Dittoed)
- _____, "A Standardized Test to Measure Job Satisfaction in the Newsroom:", Journalism Quarterly, (Summer 1962), University of Minnesota.
- Siegel, Sidney, Non-Parametric Statistics for the Behavioral Sciences, New York: McGraw Hill, 1956
- Smillie, Emmaline E. "A Historical Survey of Indian Migration within the Empire", Canadian Historical Review, Vol. IV, No. 3, (Sept. 1923) pp. 217-257
- Smith, M. W. "Sikh Settlers in Canada", Asia and the Americas, (Aug. 1944), pp.359-364
- Smith, W. G., A Study in Canadian Immigration, Toronto: The Ryerson Press, 1920.
- Taylor, Lee, Occupational Sociology, New York: Oxford University Press, 1968.
- Vallee, F. G. and Schwarz, "Ethnic Assimilation and Differentiation in Canada", Canadian Journal of Economics and Political Science, Vol. XXIII, No. 4, (1957), pp 540- 549